

Documents on Diplomacy: Lessons

Dancing for Diplomacy: The United States & Spain

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- IX. Global Connections

Grade Level:

9–12

Objectives:

The student will:

- Assess methods of conducting diplomacy
- Evaluate the diplomatic actions of John Jay and Don Diego de Gardoqui
- Analyze and apply the double meaning of a term
- Relate documents to historical events

Time:

1–2 class periods

Materials:

Documents: **1786** *What Shall be Done with Spain?*

1786 *Jay Has Managed this Negotiation Dishonestly. . .*

1786 *Excerpts from John Jay's Report to the President of Congress*

1786 *Negotiations with Spain Suspended*

Resources: *Briefing Memo: Diplomacy under the Articles of Confederation*

Dance or. . .Diplomacy?

English Country Dance Diagram

Dance Instructions for Teacher

Dance Cards

Dance Card Answer Key

Exercises: *What to do with Jay?*

Dance Cards, assembled by teacher before class (in Resources)

Procedures:

Introductory Reading and Discussion (to establish a basic foundation for lesson)

1. Have students read the section, "The Threat from Spain," from the *Briefing Memo: Diplomacy under the Articles of Confederation*.

2. Discuss:

- a.** What was Spain's role in the American Revolution?
- b.** Identify the conflicts with Spain that emerged after independence?
- c.** Which commercial issue was most important to the east coast states?
- d.** Which commercial issue was most important to the Southern states and to the Western settlers?

- e. Who were the negotiators for Spain and the United States?
- f. What instructions did each man receive from his government?

The Diplomatic Documents Speak... What Was Being Negotiated?

1. Distribute documents:

- *What Shall be Done with Spain?*
- *Jay has Managed this Negotiation Dishonestly...*
- *Excerpts from John Jay's Report to the President of Congress*
- *Negotiations with Spain Suspended*

2. Distribute the Exercise, *What To Do with Jay?* Have students answer the questions as they analyze the documents.

3. Review answers to *What to Do with Jay?* Discuss the difficulties faced by Jay in the negotiations with Gardoqui.

4. Share the information in *Dance or...Diplomacy* with students.

Dancing for Diplomacy Activity

1. Inform students that dances during this historical era included the Minuet and the English Country Dance. Show a couple of minutes of the clip from *Pride and Prejudice*, for students to gain some knowledge of the style of dance.

<http://www.youtube.com/watch?v=VIwjFRg9BwQ&feature=related>, (*Pride and Prejudice 1995 - dance scene*)

(Note that this scene occurs in England, but that the dances crossed over to the United States.) If additional examples are needed, dance scenes are abundant on YouTube and other sites.

2. Students will participate in a dance of this era as a way to review their knowledge of the Jay-Gardoqui negotiations.

View Resource, *Diagram of An English Country Dance*. Explain that students will form two lines to create a "Dance with Diplomacy" event. Use this diagram to place 20 students in the two lines.

3. Distribute copies of the *Dance Cards*.

4. Male students will receive the square cards which represent John Jay and female students the circular cards which are Don Diego de Gardoqui. They should show **ONLY** the side of the card with the names of Jay and Gardoqui. (If there are not enough male and female students to evenly divide the sides, have remaining students arbitrarily fill the slots.)

Additional students without cards are the observers who normally stand or sit on the sidelines while this type of dance is in progress. (They should remain silently charming during the dance activity, elegantly dancing in place if desired.)

5. Play music during the activity. Use the same music that played during the *Pride and Prejudice* clip, access the movie's sound track, or download typical music for the English Country Dance.

6. Have students stand in their two lines holding their dance cards in front of them. The teacher should call instructions from this point with music in the background. Use the Dance Instructions provided and the Dance Card Answer Key.

7. Students should return to their seats after the dance activity is completed. Briefly review, if necessary, the key issues addressed by Jay and Gardoqui.

8. Discuss the application of the word, *DANCE*, to both diplomacy and the social scene. (Social life among the diplomatic community included the love for dance. At the same time, diplomacy can be said to be a "dance" among participants even with specific dance terms applicable to diplomacy. Examples include: lead, sides, neighbor, pass, cross over, turn by left or right, circle, honor.)

Final Activity

1. Have students use the primary documents to answer the prompt:

"John Jay's use of effective foreign policy tools proved instrumental in furthering the economic interests of the United States."

OR

2. Students should choose to be either John Jay or Don Diego de Gardoqui. Each should write in his journal about recent encounters with his diplomatic counterpart in these negotiations. Include the double meaning of the word "dance" to explain social and diplomatic maneuvering. ■